

Local Assistance Plan Self-Reflection Process Document

Name of principal:	Raul Rodriguez/Matteo Doddo		
Name/number of school:	NFA Main/North		
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A Message to School/District Leaders:

The Local Assistance Plan (LAP) Self-Reflection Process Document provides school-based teams the opportunity to reflect on the practices that exist within the school in preparation for identifying the appropriate next steps on their LAP that will support increased student academic achievement. Schools should use the self-reflection as an opportunity to reflect on the Statements of Practice in the DTSDE rubric through the lens of the subgroup for which the school has been identified. Schools should provide a realistic picture regarding the **quality** and **effectiveness** of the work the school is doing.

Reason for Identification

Please provide information on the subgroup(s) and reasons for identification as a LAP School.

1. List any subgroup(s) identified as a result of performance on state assessments or gaps in performance between the group and the all students group	Math SWD/ED
	The reason is because SED review of content area performance for each subgroup over a 3 year period indicated that there has been very low math performance in the SWD and ED subgroups. (2012-13 through 2014-15)
2. Does the school have one or more subgroups that have been identified for failing to meet the 95% participation rate requirement? Please list the subgroup(s).	No
3. If your school has a subgroup that was identified solely because it failed to meet the participation rate requirement - which subgroup in your school, based on internal assessments, needs to improve its academic performance?	N/A

Completion of the Self-Reflection Process Document, based on Reasons for Identification:

- If your school has one subgroup identified as a result of performance on state assessments or gaps in performance between the group and the all students group, please complete the Self-Reflection Process Document. Once the Self-Reflection Process Document is complete, please use the results of the Self-Reflection to guide creation of the Local Assistance Plan.
- If your school has more than one subgroup identified as a result of performance on state assessments or gaps in performance between the groups and the all students group, please consider all identified subgroups when answering each of the prompts in the Self-Reflection Process Document. For some prompts, the answers may be different for each of the identified subgroups. In those instances, the school should provide a response for each subgroup, which would result in multiple responses for the individual Statement of Practice prompt. For other prompts, the answers may be the same for the different identified subgroups. In those instances, the school can provide one response for the multiple identified subgroups. Once the Self-Reflection Document is complete, please use the results of the Self-Reflection to guide creation of a Local Assistance Plan to address all identified subgroups.
- If your school has subgroup(s) that have been solely identified for failing to meet the participation rate requirement, please do **one** of the following:
 - Option 1: Proceed with completing the Self-Reflection Process Document and creation of the Local Assistance Plan for the identified group. Additionally, the school must provide narrative responses to the questions listed in the “Promoting Participation in State Assessments” section.
 - Option 2: Complete the Self-Reflection Process Document and create a Local Assistance Plan for a subgroup identified by the school or district as in need of improvement based on internal assessments. The school will need to provide information on the assessments that were used to make the determination. Additionally, the school must provide narrative responses to the questions listed in the “Promoting Participation in State Assessments” section. A school and district may choose Option 2, if for example, the school has been identified as LAP by NYSED based on the failure of the English Language learner (ELL) subgroup to meet the participation rate requirement. The school and the district have evidence that the ELL subgroup is making the appropriate progress with academic achievement in relation to the state standards. Therefore, the school and district choose to focus the Self-Reflection Process and the LAP plan on the Low Income student subgroup, for which the school and district have evidence that academic performance needs improvement.

Name of those assisting in the completion of the Self-Reflection (add rows if necessary)	Title
Raul Rodriguez	Co-Principal/Main
Margaret Chesser	Assistant Principal/Main
Tim Bohlke	Assistant Principal/Main
Roberto Cruz	Assistant Principal/Main
Keith Schafer	Lead Math Teacher/Main
Patrick Kavanagh	Lead SPED Teacher/Main
Janet Orwick	Sped Liaison/Main
Sue Valentino	Assistant Principal/Main
Michele McKnight	CSEA Rep
Matteo Doddo	Co-Principal/North
Kevin Rothman	House Principal/North
Rachel Schuyler	Assistant Principal/North
Melissa Southworth	AIS Teacher/North
Christine McCartney	AIS Teacher/North
Linda Romano	Nurse Teacher/North
Patti Cloherty	Lead Spec Ed. Teacher/North

Instructions for completing the Self-Reflection Process Document:

- ✓ Before completing this form, we suggest you take a moment and review the Diagnostic Tool for School and District Effectiveness rubric. The DTSDE rubric and more information on how to use the rubric can be found on this website: <http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/home.html>.
- ✓ In your review of the rubric, be sure to look at the impact statements for each Statement of Practice (SOP).
- ✓ Discuss your interpretation of the rubric and support documents with your school community to establish a common understanding of what is stated in the documents.
- ✓ As a group, begin to complete this form by doing the following:
 - Review the SOP, and the corresponding Impact Statement.
 - Take time to consider how you would answer the Modified LAP Guiding Question/SOP Prompt.
 - **Avoid providing a list of activities**, unless you can provide evidence of how you know they are **having an impact and adding value** to the school, especially in terms of student achievement and the quality of education.
 - Statements of Practice 2.2, 2.3, 2.4, 2.5, 3.2, 4.2, 5.2, and 6.2 revolve around the leadership at the school. The phrase “The school leaders” has been provided at the start of each of these SOPs to remind schools to frame their answers through the leaders’ decisions and practices.
 - Within each Modified LAP Guiding Question/SOP Prompt, there is an expected impact, which provides an indication that the practices undertaken are making a difference and adding value to the school. **You will find the expected impact for each Guiding Question in bold, green text.**
 - When answering “Yes” to any question below, be sure that **all aspects** of the Modified LAP Guiding Question/SOP Prompt have been realized, including the **impact portion of the question, which is noted green.**
 - Your answers to the Modified LAP Guiding Question/SOP Prompt should range between 10 words (one sentence) and 200 words.
 - Once you have completed the Tenet sections of this document, please review the information gathered, and complete the “Whole School Reflection.”
 - If the school has been identified for participation rate, please complete the “Promoting Participation in State Assessments” section of the Self-Reflection Process Document.

Please complete the Local Assistance Plan template using the information collected with the Local Assistance Plan Self-Reflection Process Document. The Plan Template must be shared with the local board of education, be approved by the local board of education, and be posted to the district’s website by no later than July 29, 2016. The Local Assistance Plan Self-Reflection Document must be kept on file at the school and district offices.

Tenet 2

Statement of Practice (SOP) 2.2: The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

IMPACT: The uniformly seen, heard, and known long-term vision, mission, and goals have resulted in measurable school improvement.

Modified LAP Guiding Question/SOP Prompt: Have school leaders worked with the school community to develop and promote goals/mission/vision specifically for the identified subgroup **that drive and bring about sustained school improvement?**

The Principal and two of six Assistant Principals were assigned to the school July 1, 2015. The Building Leadership Team cross referenced the DTSDE Review with the Newburgh Instructional Expectations, Vision 20/20 Pillars and the SCEP to ensure that the plans were integrated and smart goals for student learning were aligned. The SCEP plan was shared with the faculty on September 2, 2015 by the administrative team in order to communicate the prioritized goals for the year. The plan was shared throughout the year at monthly faculty meetings, at the parent teacher open house on September 15, 2015. (NFA Main)

The administrative team collaborated with the BLT to review the DTSDE documents and instruction review documents to ensure that the SCEP plan activities were integrated into the instructional focus of language development with a focus in literacy and numeracy. Each document was reviewed at the September faculty meeting and each department meeting where the instructional focus was prioritized for all teachers and stakeholders. Finally, weekly emails were communicated to the faculty where a component of the email focused on instructional strategies for each academic content area. (NFA North)

Answer **one** of the following statements regarding the impact of the school leaders' vision.

- a. We know the school leaders' vision for the identified subgroup is the right one because we have seen measurable improvement, such as all newly hired Special Education teachers being dually certified. Course planning for 2016-17 includes a double period of math instruction for targeted students based on their grade 7 and 8 performance and High School math course expectations and rigor. (NFA Main)
- a. We know the school leaders' vision for the identified subgroup is the right one because we have seen measurable improvement, such as creating a ninth grade academy that was in a block format in English, Math and Social Studies. One component of the block targeted students such as SWDs and ENL students and assigned an AIS push in teacher in all three content areas to focus on linking literacy across the curriculum. (NFA North)

Statement of Practice (SOP) 2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

IMPACT: The strategic use of resources (time, space, people, and materials) has resulted in school improvement and increased student success.

Modified LAP Guiding Question/SOP Prompt: Have school leaders used resources strategically to bring about **school improvement and increased student success** for the identified subgroup?

The school leaders have strategically used the hiring process to ensure that all newly hired special education teachers are dually certified are included in all content area department meetings and professional development opportunities. The school provided targeted professional development for SPED teachers on co-teaching models and content enhancement strategies. The lack of a district wide math leadership position has been identified as a need. (NFA Main)

The school leaders have created a Math and Writing lab to ensure that the literacy and numeracy vision is executed in all subject areas. The labs provided a pull-out model for all targeted students where by students received academic support based on ELA and Math assessment scores and quarter to quarter grade analysis. In addition, special education teachers and AIS teachers were assigned by content area in order to target student needs. (NFA North)

If applicable, provide the **TWO BEST** examples of measureable improvements that have come because of the school leaders' decisions regarding resources for the identified subgroup by completing the following sentences.

The school leaders made the decision to higher highly qualified duly certified teachers in order to ensure implementation of the common core with specific researched based strategies to meet the needs of special education students. We are in the beginning stages and data is being collected. (NFA Main)

The school leaders made the decision to provide co-teaching professional development throughout the year in order to increase student performance and improve teacher practice. We know this decision was correct because of the following improvements in data. During classroom observations, walk-throughs and teacher conversations the 6 models of co-teaching were observed. (NFA Main)

The school leaders made the decision to higher highly qualified duly certified teachers in order to ensure implementation of the common core with specific researched based strategies to meet the needs of special education students. We are in the beginning stages and data is being collected. The school leaders made the decision to provide co-teaching professional development throughout the year in order to increase student performance and improve teacher practice. We know this decision was correct because of the following improvements in data. During classroom observations, walk-throughs and teacher conversations the 6 models of co-teaching were observed. (NFA North)

In the using the Math and Writing labs, we identified 86% of SWD students that required targeted intervention and support in the area of writing, reading and math support. The students were also visited in classrooms using a push in model or where the student was identified and the teachers collaborated with the regular education teacher to provide support. In addition, the school leaders provided a common planning time for teachers that allowed all stakeholders to meet, plan and analyze data to inform instruction. (NFA North)

Statement of Practice (SOP) 2.4: The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on students' data and feedback.

IMPACT: The school leaders have developed the staff's instructional capacity through collaboration, support, and quality feedback so that high-quality instruction exists throughout the school.

Modified LAP Guiding Question/SOP Prompt: Have school leaders increased the instructional capacity of staff for the identified subgroup through collaboration, support, and targeted feedback **to ensure continuous improvement in instructional practices and ensure high-quality instruction for the identified subgroup exists?**

School's response (between 10-200 words): During the APPR process school leaders use the pre-observation conference to discuss lesson design, instructional strategies, objectives, assessment and student outcomes. Following the observation the school leaders meet individually with teachers to provide intentional feedback in order to reinforce expectations, strengths and responses to gaps. (NFA Main)

The building leadership team will initiate a teacher visitation professional learning community and administrators will utilize observation cycles to identify and report notice of trends to staff and to inform in house professional development. (NFA North)

Answer one of the following regarding the impact of the Instructional Leadership:

- a. At the moment, we are unable to confirm that the school's approach toward instructional leadership and targeted feedback is making a difference for the identified subgroup, based on the 2012-13 and 2013-14 trend on limited school performance. During the 2015-16 school year there was a new high school principal, a new Director of Special Education as well as a new district Special Education liaison to the high school. (NFA Main)
- a. We know the instructional leadership offered and the targeted feedback provided are making a difference because we have seen measurable improvement for the identified subgroup, such as: the trends of observation cycles have improved in areas of components of 3d questioning and answering and January and June Regent results are of a higher percentage of SWDs passing. (NFA North)

Statement of Practice (SOP) 2.5: Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

IMPACT: The established systems provide the structure to regularly monitor all aspects of the school to know what is happening and to make informed decisions so that continuous improvement can be achieved.

Modified LAP Guiding Question/SOP Prompt: Have school leaders established systems to track and monitor individual and school-wide practices for the identified subgroup to know what is happening in the school, and do they use this insight to make informed decisions that will **move the school's work with the identified subgroup forward?**

The Guidance counselors utilized individual student scores to identify at risk students that will be attending NFA in the fall. The NFA leaders and Guidance utilized the Green, Yellow, and Red Project as a means of early intervention for seniors at risk of not meeting graduation requirements. The students are assigned a mentor and will meet to monitor academic progress, attendance, and attend Regents review classes. The Green, Yellow, Red project will be supported by a program consisting of credit recovery, tutorials, intensive crunch sessions for each academic area.

(NFA Main) and (NFA North)

The school leaders and Guidance counselors identified at risk ninth grade students based on student individual quarterly grades and scores and monitor the progress of targeted students to ensure that they stay on grade level track. (NFA Main) and (NFA North)

If applicable, provide the TWO BEST examples in the space below regarding the IMPACT of the evidence-based systems the school leaders use for the identified subgroup :

1. The school leader(s) learned that 195 students at Main and 45 students at North were at risk for non-high school completion. As a result of staff members adopting each at risk student, they met with the student regularly and supported them for the remainder of the school year. Outcomes will be determined after the June and August graduation. We know this response was a good approach because school leaders used this approach in the 2014-2015 school year and the Graduation rate increased from 68% to 77%. (NFA Main) and (NFA North)
2. The school leader(s) learned that the review classes and the tutorials offered to students impacted the graduation rate for the 2014-2015 school year as the rate increased to 77%. We know this response was a good approach because 83% of the students that attended the review sessions and tutorials met the requirement for Graduation. (NFA Main) and (NFA North)

TENET 2 - NEXT STEPS

Identify 1 to 5 NEXT STEPS the school leaders see as essential to improve the work with the identified subgroup schoolwide: APEX offered to all grade levels.

Intentional scheduling of incoming 9th graders to have double periods of math targeting skills needed for success and support in Integrated Algebra. (NFA Main)

Data review of current 9th graders and 2012 cohort graduates to determine impact of support programs. (NFA Main)

AIS push in for Co-taught and self-contained Math classes. Targeted Pd for ICT classes and Special Education teachers. (NFA Main)

APEX will be available throughout the year for 9-12 students in all content areas. (NFA Main)

Intentional scheduling of incoming 9th graders to have double periods every day for Math and English, targeting skills needed for success and support in Integrated Algebra. (NFA North)

Data review via the use of Data Mate of current 9th graders and 2012 cohort graduates to determine impact of support programs. Ongoing recursive PD for all staff will be provided. (NFA North)

AIS push in for Co-taught and self-contained Math classes and AIS pull out program using the Math lab, AIS teachers to support student needs. Targeted PD to include Data Mate for ICT classes and Special Education teachers. (NFA North)

APEX will be available throughout the year for 9-12 students in all content areas. (NFA North)

TENET 3 - CURRICULUM

Statement of Practice (SOP) 3.2: The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

IMPACT: The school leaders' vision for curriculum ensures that teachers understand how to develop and offer a rigorous curriculum, resulting in students receiving a curriculum that leads to college and career readiness.

Modified LAP Guiding Question/SOP Prompt:

Do the school leaders ensure that staff are able to develop and offer a rigorous, coherent curriculum for the identified subgroup that takes into account student needs and **leads to college and career readiness?**

School's Response:

Lack of a director of Mathematics impacted support and direction for the math department. The teachers taught to the Algebra curriculum but many 9th grade students failed Math in grades K-8 and are lacking basic math skills. (NFA Main)
Co-teachers in Mathematics were provided professional development throughout the year and embedded coaching was provided in targeted classrooms. (NFA Main)

Lack of a director of Mathematics impacted support and direction for the Math department. (NFA North)

The teachers taught to the Algebra curriculum but many 9th grade students failed Math in grades K-8 and are lacking basic Math skills. (NFA North)

Co-teachers in Mathematics were provided professional development throughout the year and embedded coaching was provided in targeted classrooms. (NFA North)

The Math students of NFA North were supported by an AIS program in the Math lab focused on SWD's. The Math lab teachers were trained on Data Mate to help support students with targeted intervention. (NFA North)

Statement of Practice (SOP) 3.3: Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

IMPACT: The lessons delivered incorporate student needs, complex materials and higher-order questioning, leading students to college and career readiness.

Modified LAP Guiding Question/SOP Prompt: Do teachers plan effective lessons for the identified subgroup that include DDI, align to the CCLS and incorporate student needs, complex materials and higher-order questioning, so that what students are taught **prepares the identified subgroup for their future.**

Lesson plans are inconsistent throughout the school. There is no specific lesson plan template.

(NFA Main)

Professional development on Bloom's Taxonomy and higher order thinking skills was provided during two faculty meetings this year utilizing a power point and providing modeling interactive learning. (NFA Main)

All teachers were provided with, "Quick Flip Questions for the Revised Bloom's Taxonomy." (NFA Main)

There is no identified pacing guide for Mathematics. (NFA Main)

Lesson plans are inconsistent throughout the school. There is no specific lesson plan template. (NFA North)

All teachers were provided with, "Quick Flip Questions for the Revised Bloom's Taxonomy." (NFA North)

There is no identified pacing guide for Mathematics. (NFA North)

School's Response:

Lead teachers/CTE Director/Supervisors met once a month as an extension of the faculty meetings. (NFA Main)

Meetings focused on curriculum alignment, analysis of student work, assessment data, scientifically based research practices and reflection activities. (NFA Main)

School's Response:

Lead teachers/CTE Director/Supervisors met once a month as an extension of the faculty meetings. (NFA North)

Meetings focused on curriculum alignment, analysis of student work, assessment data, scientifically based research practices and reflection activities. (NFA North)

Lead teachers met weekly with the principal to analyze quarter to quarter data, to aid in providing each department feedback. (NFA North)

The Math and Special Ed lead teachers focused Integrated Algebra/ Common Core on data for SWD students whereby targeted intervention was provided in the classroom and review sessions. (NFA North)

Statement of Practice (SOP) 3.4: The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology and other enrichment opportunities.

IMPACT: The interdisciplinary curricular opportunities have increased student engagement and deepened students' understanding of the curriculum, leading to academic success.

Modified LAP Guiding Question/SOP Prompt:

Are teachers providing interdisciplinary curricula for the identified subgroup and working together to connect the curriculum across subjects for the identified subgroup in ways that **increase students' engagement, deepen students' understanding of the curriculum, and provide better opportunities for student success?**

School's Response: This happens infrequently as time limits teachers to meet with cross curricular teams to develop and plan lessons. (NFA Main)

This happens infrequently as time limits teachers to meet with cross curricular teams to develop and plan lessons. (NFA North)

In the 9th grade academy, teachers were provided with a common prep period whereby teachers created interdisciplinary curricula in English, Math, and Social Studies. (NFA North)

Statement of Practice (SOP) 3.5: Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

IMPACT: Teachers use assessments to inform and modify their curriculum and provide feedback that ensures student ownership, leading to improved achievement.

Modified LAP Guiding Question/SOP Prompt:

Are teachers using a range of assessments for the identified subgroup to guide and inform their curriculum planning, and are they giving students in the identified subgroup the feedback they need to **ensure ownership of learning and improve achievement?**

Individual teachers are beginning to develop a system to analyze and use data to inform their instruction and make curricular decisions. (NFA Main)

Individual teachers are beginning to develop a system to analyze and use data to inform their instruction and make curricular decisions. (NFA North)

School's Response:

Teachers give a common pre-assessment each year. Individual teachers create their own assessments throughout the year and then they all take the Algebra regents in June. (NFA Main)

Teachers give a common pre-assessment each year. Individual teachers create their own assessments throughout the year, they give a "mock" Algebra regents and use the data to help inform instruction and prepare focus review. The students take the Algebra regents in June. (NFA North)

TENET 3 –Curriculum – What is the IMPACT?

The Impact Statements for Tenet 3 are as follows:

SOP 3.2: The school leaders' vision for curriculum ensures that teachers understand how to develop and offer a rigorous curriculum, resulting in students receiving a curriculum that leads to college and career readiness.

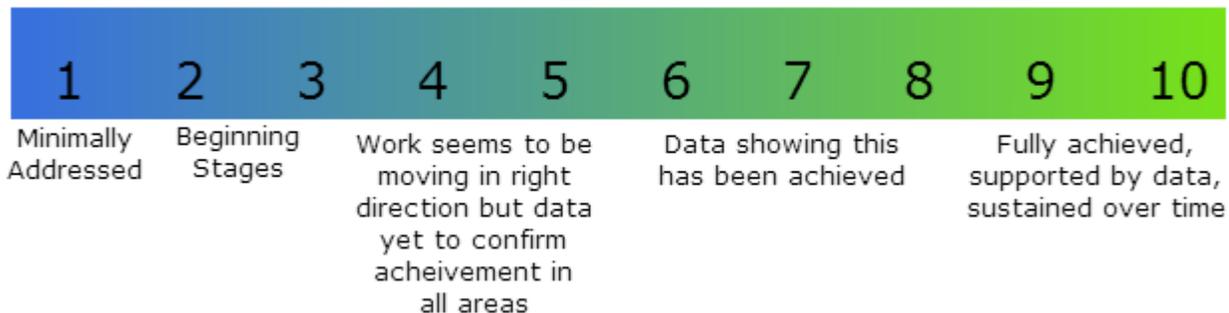
SOP 3.3: The lessons delivered incorporate student needs, complex materials and higher-order questioning, leading students to college and career readiness.

SOP 3.4: The interdisciplinary curricular opportunities have increased student engagement and deepened students' understanding of the curriculum, leading to academic success.

SOP 3.5: Teachers use assessments to inform and modify their curriculum and provide feedback that ensures student ownership, leading to improved achievement.

1. Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for the identified subgroup in this TENET:

School's response: 3 (NFA Main)



Answer **one** of the following based on your response to the question above:

- A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet?
 - Lack of a district office director for Math. (NFA Main)
 - New Special Education Director and lack of focus specifically on Mathematics which is our targeted area. (NFA Main)
 - New Special Education Liaison for the building whose primary responsibility was more focused on CSE responsibilities and less on curriculum. (NFA Main)
 - Limited Professional development targeted to common core Math and the needs of SPED students (NFA Main)
 - Lack of common planning time for teachers (NFA Main)

School's response: **3** (NFA North)

Answer one of the following based on your response to the question above:

- A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet?
- Lack of a district office director for Math. (NFA North)
 - New Special Education Director and lack of focus specifically on Mathematics which is our targeted area. (NFA North)
 - New Special Education Liaison for the building whose primary responsibility was more focused on CSE responsibilities and less on curriculum. (NFA North)
 - Limited Professional development targeted to common core Math and the needs of SPED students (NFA North)
 - Lack of common planning time for teachers (NFA North)
- B. If your answer was a number between 6 and 10, what **MEASURABLE** data can you point to as evidence this has been achieved for the identified subgroup?

TENET 3 –Curriculum

Provide response when applicable:

The curriculum for the identified subgroup looks different this year compared to previous years:

In what **students** do, **such as**:

We began to use the Math lab for additional support for students in a targeted areas. Students were scheduled in Algebra review classes within their school day schedule. (NFA North)

In what **adults** do, **such as**: Beginning to use the 6 models of Co-Teaching in 20 co-taught teams, scaffolding lessons were observed in walkthrough's and both formal and informal observations. (NFA Main)

In what adults do, such as: Beginning to use the 6 models of Co-Teaching in 20 co-taught teams, scaffolding lessons were observed in walkthrough's and both formal and informal observations. (NFA North)

In the **way the school is organized**, **such as**: Smaller class sizes for self-contained SPED students. (NFA Main)

In the way the school is organized, such as:

Smaller class sizes for self-contained SPED students. (NFA North)

AIS teachers pushed in to 15-1 classes. (NFA North)

In **other ways**, **such as**: professional development being provided on Content Enhancement and Co-Teaching strategies throughout the school year for 18 hours. (NFA Main)

In other ways, such as: professional development being provided on Content Enhancement and Co-Teaching strategies throughout the school year for 18 hours. (NFA North)

The **one to five NEXT STEPS** for improving Curriculum for the identified subgroup are:

1. Focus specifically on Mathematics which is our targeted area. Provide targeted professional development for SPED/Math teachers (curriculum, literacy, differentiation, co-teaching models)(NFA Main)
2. Provide common planning time for teachers/co-teachers and content area teachers.(NFA Main)
3. Walk-through's on a regular basis from Administrators(NFA Main)
4. Consistent lesson plan components(NFA Main)
5. Utilize data to inform instruction(NFA Main)

The **one to five NEXT STEPS** for improving Curriculum for the identified subgroup are:

1. Focus specifically on Mathematics which is our targeted area. Provide targeted professional development for SPED/Math teachers (curriculum, literacy, differentiation, co-teaching models) (NFA North)
2. Provide common planning time for teachers/co-teachers and content area teachers. (NFA North)
3. Walk-through's on a regular basis from Administrators (NFA North)
4. Consistent lesson plan components (NFA North)
5. Utilize data to inform instruction (NFA North)

Tenet 4

Statement of Practice 4.2: School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

IMPACT: The school leaders and teacher leaders have ensured that instructional practices promote high levels of student engagement and inquiry, leading to increased student achievement and the meeting of student goals.

Modified LAP Guiding Question/SOP Prompt:

Do the actions, practices, and decisions of school and teacher leaders ensure that teachers' instructional practices for the identified subgroup are informed by data, reflective of students' needs and learning styles, and **lead to increased achievement for the identified subgroup and to meeting students' goals?**

School's Response: The leaders, SLT and lead teachers worked collaboratively with teachers to identify strategies for a student centered instructional environment focusing on student engagement, co-teaching, content enhancement and higher order questioning techniques. (NFA Main)

School's Response:

The leaders, SLT and lead teachers worked collaboratively with teachers to provide PD during monthly breakout sessions, focusing on best practices in content area and enhancement. (NFA North)

School leaders, throughout the observation process, created an observation cycle to review observations and “walk-throughs”, focusing on trends that were shared with faculty. (NFA North)

Statement of Practice 4.3: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

IMPACT: Instructional practices lead to high levels of student engagement and achievement.

Modified LAP Guiding Question/SOP Prompt: Do the teachers’ instructional practices for the identified subgroup incorporate higher-order questions, text complexity and multiple opportunities to learn, leading to **high levels of engagement and improved achievement for the identified subgroup?**

School's Response: The teachers were provided with professional development on the use of higher order thinking skills, questioning and student engagement. According to walk-throughs, formal and informal observations, some classrooms utilized scaffolding, higher order questioning and co-teaching models. However, it was inconsistent in all of the classrooms. (NFA Main)

School's Response: The teachers were provided with professional development on the use of higher order thinking skills, questioning and student engagement. According to “walk-throughs”, formal and informal observations, some classrooms utilized scaffolding, higher order questioning and co-teaching models. However, it was inconsistent in all of the classrooms. (NFA North)

Statement of Practice 4.4: Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.

IMPACT: Teachers’ instructional practices meet the diverse needs of the class and allow students to feel physically and intellectually safe in an environment that promotes intellectual discovery and rigorous thinking.

Modified LAP Guiding Question/SOP Prompt:

Do the teachers’ instructional practices meet the diverse needs of the class, allow students in the identified subgroup to feel physically and intellectually safe, and promote intellectual discovery and rigorous thinking **leading to increased achievement?**

School's Response: According to the district review in May, the classrooms visited provided students with positive and supportive learning environments and several of the classrooms visited had students working on independent projects and activities. However, in co-taught and self-contained classrooms there was limited evidence of rigorous instruction, and low level questioning took place. Students were dependent upon teachers for continual support. (NFA Main)

School's Response: According to the district review in May, the classrooms visited provided students with positive and supportive learning environments and several of the classrooms visited had students working on independent projects and activities. However, in co-taught and self-contained classrooms there was limited evidence of rigorous instruction, and low level questioning took place. Students were dependent upon teachers for continual support. (NFA North)

Statement of Practice 4.5: Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

IMPACT: Data-based instruction is timely and purposeful and leads to high levels of student achievement.

Modified LAP Guiding Question/SOP Prompt: Do teachers use data and assessments to inform and adjust their instructional strategies and groupings with the identified subgroup while engaging students in self-evaluation through feedback and other approaches **to ensure that students in the identified subgroup are learning at high levels?**

School's Response: There is inconsistent use of common local assessments in the math department although they all teach the same course. While the Math department reviews Regents data, a routine use of local assessment data is limited. The math department did look at grade 8 student math performance data to inform the master schedule development and support programs for students' deficiency with math skills. (NFA Main)

School's Response: Although there is inconsistent use of common local assessments in the math department, the students were scheduled for Algebra Regents review classes during their daily schedule based on their Level I and II, 8th grade assessment designation and/or any previous regent's results to inform instruction and focus on a skill deficiency in Algebra. (NFA North)

The AIS Math team and Math Algebra teachers prepared targeted intervention based on individual student needs for both classroom instruction and lecture series instruction. (NFA North)

TENET 4 - Instruction – What is the impact?

The Impact Statements for Tenet 4 are as follows:

4.2 The school leaders and teacher leaders have ensured that instructional practices promote high levels of student engagement and inquiry, leading to increased student achievement and the meeting of student goals.

4.3 Instructional practices lead to high levels of student engagement and achievement.

4.4 Teachers' instructional practices meet the diverse needs of the class and allow students to feel physically and intellectually safe in an environment that promotes intellectual discovery and rigorous thinking.

4.5 Data-based instruction is timely and purposeful and leads to high levels of student achievement.

1. Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for the identified subgroup in this TENET:

School's response: **3** (NFA Main)

1	2	3	4	5	6	7	8	9	10
Minimally Addressed	Beginning Stages		Work seems to be moving in right direction but data yet to confirm achievement in all areas		Data showing this has been achieved			Fully achieved, supported by data, sustained over time	

Answer **one** of the following based on your response to the question above:

If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet?

Lack of a district office director for Math (NFA Main)

New Special Education Director and lack of focus specifically on Mathematics which is our targeted area. (NFA Main)

New Special Education Liaison for the building whose primary responsibility was more focused on CSE responsibilities and less on curriculum. (NFA Main)

Limited Professional development targeted to common core Math and the needs of SPED students (NFA Main)

Lack of common planning time for teachers (NFA Main)

Lack of common local assessments for Algebra 1 (NFA Main)

Lack of professional development on data interpretation and use to inform instruction (NFA Main)

- A. If your answer was a number between 6 and 10, what **MEASURABLE** data can you point to as evidence this has been achieved for the identified subgroup?

School Response: **3** (NFA North)

Answer **one** of the following based on your response to the question above:

If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet?

1. Lack of a district office director for Math (NFA North)

2. New Special Education Director and lack of focus specifically on Mathematics which is our targeted area. (NFA North)

3. New Special Education Liaison for the building whose primary responsibility was more focused on CSE responsibilities and less on curriculum. (NFA North)

4. Limited Professional development targeted to common core Math and the needs of SPED students (NFA North)

5. Lack of common planning time for teachers (NFA North)

6. Lack of common local assessments for Algebra 1 (NFA North)

7. Lack of professional development on data interpretation and use to inform instruction (NFA North)

TENET 4 –Instruction

Provide response when applicable:

Instructional practices for the identified subgroup look different this year compared to previous years:

- In what **students** do, **such as**: students working in pairs or small group instruction was evident according to the informal and formal observations. (NFA Main)
- In what **adults** do, **such as**: 4 out of 5 co-taught classroom teachers are dually certified in Math and Special Education. (NFA Main)
- In the **way the school is organized**, **such as**: Smaller class sizes for self-contained Special education classes. AIS teachers pushed in to the co-taught classrooms. (NFA Main)
- In **other ways**, **such as**: Co-teaching training was provided throughout the school year with 16 hours this year as well as embedded coaching for four co-teaching teams. (NFA Main)

Provide response when applicable:

Instructional practices for the identified subgroup look different this year compared to previous years:

- In what **students** do, **such as**: students working in pairs or small group instruction was evident according to the informal and formal observations. (NFA North)
- In what **adults** do, **such as**: 4 out of 5 co-taught classroom teachers are dually certified in Math and Special Education. (NFA North)
- In the **way the school is organized**, **such as**:
Smaller class sizes for self-contained Special education classes. AIS teachers pushed in to the co-taught classrooms. (NFA North)
Identified students were assigned to visit the Math lab as target intervention and enrolled in the S.O.A.R. program (Students On Academic Recovery Program). (NFA North)
AIS met with students to prepare an individualized intervention and support plan. (NFA North)
- In **other ways**, **such as**: Co-teaching training was provided throughout the school year with 16 hours this year as well as embedded coaching for four co-teaching teams. (NFA North)

The **one to five NEXT STEPS** for improving Instructional Practices for the identified subgroup are:

1. Apply the Marilyn Friend model of co-teaching and provide ongoing professional development and embedded district support (NFA Main)
2. Providing professional development on differentiation and literacy in the content area (NFA Main)
3. Review lesson design components for consistency. Monitor through walk-throughs and APPR process (NFA Main)
4. Advocate for district level math director and SPED liaison to focus on Mathematics at the high school. (NFA Main)

The one to five NEXT STEPS for improving Instructional Practices for the identified subgroup are:

1. Apply the Marilyn Friend model of co-teaching and provide ongoing professional development and embedded district support (NFA North)
2. Providing professional development on differentiation, literacy, and numeracy in the content area (NFA North)
3. Review lesson design components for consistency. Monitor through walk-throughs and APPR process (NFA North)
4. Advocate for district level math director and SPED liaison to focus on Mathematics at the high school. (NFA North)

Statement of Practice 5.2: The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

IMPACT: The school leaders' vision and systems for social and emotional developmental health have removed barriers to learning to allow students to be academically successful.

Modified LAP Guiding Question/SOP Prompt: Have school leaders established systems that identify the social/emotional developmental health needs for the identified subgroup to ensure that **appropriate social/emotional developmental health supports are provided to students so that barriers to learning are removed?**

School's Response:

The school leaders have developed a core student intervention team (SIT) consisting of 2 administrators, 2 lead teachers, 1 guidance counselor, 1 social worker, 1 nurse and 1 child psychologist. (NFA Main)

School's Response:

The school leaders have developed a core student support team (SST) consisting of 3 guidance counselors, 1 social worker, 1 nurse and 1 child psychologist. (NFA North)

Statement of Practice 5.3: The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

IMPACT: The social-emotional learning and skill-based instruction for all students have removed barriers to learning and allowed students to develop social-emotional learning skills.

Modified LAP Guiding Question/SOP Prompt: Are **students' social/emotional health needs being met** as a result of the school's social/emotional curricula, programs, and materials and the professional development for the identified subgroup addressing social/emotional developmental health?

School's Response: The School Improvement Team (SIT) will support and monitor at risk students by utilizing attendance, discipline, and academic data for targeted students. The SIT is in the process of creating a systematic process and protocol for students to be referred to the team in order to ensure all of their individual needs are being met. A teacher referral document has been created to use for each student being referred. (NFA Main)

School's Response: The Student Support Team (SST) will support and monitor at risk students by utilizing attendance, discipline, and academic data for targeted students. The collaborative efforts of the team have developed mindfulness approaches for use by teachers within the classroom setting to assist with addressing social/emotional needs. (NFA North)

Additional support available through:

Anti-Bullying programs developed by Administrator, Teacher, and Psychologist creating a positive school climate.

Safe spaces have been developed for the LGBT community which promotes positive climate for learning and acceptance. (NFA North)

Statement of Practice 5.4: All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

IMPACT: The school's collaboration with stakeholders and other partners for social and emotional developmental health has allowed students to receive the support they need to develop social-emotional learning skills and remove barriers to learning.

Modified LAP Guiding Question/SOP Prompt:

Has the school strategically organized their work for the identified subgroup with school stakeholders to support students' **social/emotional developmental health needs and remove barriers to success?**

School's Response: A community social worker from Mental Health was placed in the spring of 2016 full time to support identified students and their families. Outside agencies such as PINS, YAP etc... work with identified students and families in conjunction with guidance and administration.

The Health office nurses and staff work with students on their social and emotional needs and communicate with administration on their development. (NFA Main)

School's Response: A community social worker from Mental Health was placed in the spring of 2016 full time to support identified students and their families. Outside agencies such as PINS, YAP, Safe Homes, etc.; work with identified students and families in conjunction with guidance and administration. (NFA North)

The Health office nurses and staff work with students on their social and emotional needs and communicate with administration on their development. (NFA North)

The SST provided preventive activities throughout the year with students and parents. (NFA North)

The SST conducted needs assessments with teachers regarding depression and LBGT community. (NFA North)

Statement of Practice 5.5: The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

IMPACT: The school's strategic use of social-emotional data ensures that students receive the support they need to be successful socially, to develop social-emotional learning skills, and to remove barriers to learning.

Modified LAP Guiding Question/SOP Prompt:

Has the school developed and implemented a strategic plan for the identified subgroup to collect, analyze and utilize data to identify and **address the social/emotional developmental health needs of all students in the identified subgroup?**

School's Response: the school leader must work with staff to develop a plan with the input of school stakeholders to formalize systems, protocols, structures that will identify what data is critical to review and collect and identify who will be responsible to use the data to develop and monitor the impact of prevention and intervention strategies for targeted groups and individuals. (NFA Main)

The NFA Health and Safety Committee informed faculty about school health and safety updates at monthly faculty meetings. This committee informed the Executive Director of Operations and Maintenance along with the principal building and safety issues, agenda and minutes are kept for these meetings and shared as needed. Administrators will create Standard Operating Procedures for: Student ID, Tardiness, In School Suspension, Out of School Suspension(OSS), Long Term Suspension, re-admittance, Probationary review, DASA , Student Assistant Center (SAC), and SAVE Room. These procedures will be developed utilized monitored and updated as necessary. (NFA Main)

School's Response:

The school leader must work with staff to develop a plan with the input of school stakeholders to formalize systems, protocols, structures that will identify what data is critical to review and collect and identify who will be responsible to use the data to develop and monitor the impact of prevention and intervention strategies for targeted groups and individuals. (NFA North)

The NFA Health and Safety Committee informed faculty about school health and safety updates at monthly faculty meetings. This committee informed the Executive Director of Operations and Maintenance along with the principal building and safety issues, agenda and minutes are kept for these meetings and shared as needed. (NFA North)

Administrators will create Standard Operating Procedures for: Student ID, Tardiness, In School Suspension, Out of School Suspension (OSS), Long Term Suspension, re-admittance, Probationary review, DASA , Student Assistant Center (SAC), and SAVE Room. These procedures will be developed utilized monitored and updated as necessary. (NFA North)

TENET 5 – Social and Emotional Developmental Health – WHAT IS THE IMPACT?

The Impact Statements for Tenet 5 are as follows:

5.2: The school leaders' vision and systems for social and emotional developmental health have removed barriers to learning to allow students to be academically successful.

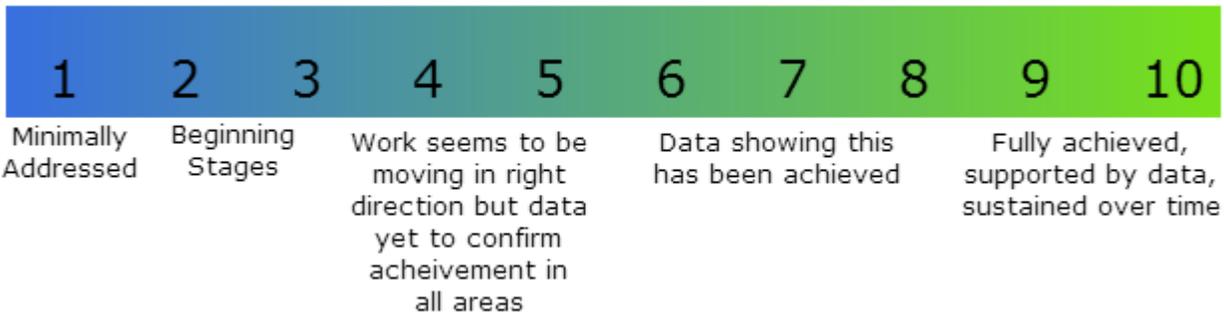
5.3: The social-emotional learning and skill-based instruction for all students have removed barriers to learning and allowed students to develop social-emotional learning skills.

5.4: The school's collaboration with stakeholders and other partners for social and emotional developmental health has allowed students to receive the support they need to develop social-emotional learning skills and remove barriers to learning.

5.5: The school's strategic use of social-emotional data ensures that students receive the support they need to be successful socially, to develop social-emotional learning skills, and to remove barriers to learning.

1. Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for the identified subgroup for this TENET:

School's response: **4** (NFA Main) **6** (NFA North)



Answer **one** of the following based on your response to the question above:

- A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet? **We have begun implementation of formalized systems and structures and we will use perceptual data to develop and monitor the impact of targeted individuals. A major impact is the inconsistency of administration in the building.** (NFA Main)

Answer one of the following based on your response to the question above (NFA North)

B. If your answer was a number between 6-10, WHAT MEASURABLE DATA can you point to as evidence this has been achieved for this subgroup:

- Suspension rates are down
- Student's reporting of social/emotional needs has increased
- Conducting interviews for all students that return from suspension
- SWD suspensions has decreased this year
- NFA North has a clearly defined crisis intervention system
- Peer Mediation program is in place

TENET 5 –Social and Emotional Developmental Health

Provide response when applicable:

Social and Emotional Developmental Health for the identified subgroup looks different this year compared to previous years:

- In what **students** do, **such as**: Communication to students through daily announcements, assembly's and individual conferencing of school wide consistent and clear expectations. (NFA Main)
- In what **adults** do, **such as**: Having more defined roles and responsibilities, newly assigned social worker in March of 2016 and a community social worker put in place in late April, 2016. (NFA Main)
- In the **way the school is organized**, **such as**: The development and implementation of Standard operating procedures. (NFA Main)

In what **students** do, **such as**: Communication to students through daily announcements, assembly's and individual conferencing of school wide consistent and clear expectations. (NFA North)

In what **adults** do, **such as**: Having more defined roles and responsibilities, newly assigned social worker in March of 2016 and a community social worker put in place in late April, 2016. (NFA North)

In the **way the school is organized**, **such as**: The development and implementation of Standard operating procedures. (NFA North)

In **other ways**, **such as**:

- Suspension rates are down
- Student's reporting of social/emotional needs has increased
- Conducting interviews for all students that return from suspension
- SWD suspensions has decreased this year
- NFA North has a clearly defined crisis intervention system
- Peer Mediation program is in place

The **one to five NEXT STEPS** for improving Social and Emotional Developmental Health for the identified subgroup are:

1. Continue with a school wide consistent and clear expectations and use student data to measure impact. (NFA Main)
2. Develop and implement a peer mentoring program. (NFA Main)
3. Measure the data from 2015-2016 school year for attendance, tardiness and discipline to recognize patterns and trends. (NFA Main)
4. Utilize the teacher referral created by the SIT team to identify students social, emotional, academic, attendance and discipline needs. (NFA Main)
5. SIT team will meet weekly to review teacher referrals and continue with developing ARTI model for Newburgh Free Academy, Main Campus. (NFA Main)

The **one to five NEXT STEPS** for improving Social and Emotional Developmental Health for the identified subgroup are:

1. Continue with a school wide consistent and clear expectations and use student data to measure impact. (NFA North)
2. Develop and implement a peer mentoring program. (NFA North)
3. Measure the data from 2015-2016 school year for attendance, tardiness and discipline to recognize patterns and trends. (NFA North)
4. Continue teacher referral system created by the SST team to identify student social, emotional, academic, attendance and discipline needs. Continue student reporting of social/emotional needs. (NFA North).
5. SST team will meet weekly to review teacher referrals and continue with developing ARTI model for Newburgh Free Academy, Main Campus. (NFA North)

Statement of Practice 6.2: The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.

IMPACT: The vision for family engagement has resulted in partnerships with families to allow children to reach the leaders' high expectations.

Modified LAP Guiding Question/SOP Prompt:

Do school leaders' communications and relationships for the identified subgroup ensure that students and families from the subgroup are aware of high expectations for student success and **equipped to help students reach those expectations?**

School's Response: An open house for incoming 8th grade students conducted annually in the school provided parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a first-hand basis. (NFA Main)

The school leaders ensure that the students have a CSE meeting at least once a year to monitor and update student individual educational plans (IEP). (NFA Main)

Parent-teacher conferences occur two times a year which permit two-way communication between home and the school. Parents are notified of student progress through 5 week notices and 10 week report cards on line and hard copy. (NFA Main)

School's Response:

An open house for incoming 8th grade students conducted annually in the school provided parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a first-hand basis.

(NFA North)

The school leaders ensure that the students have a CSE meeting at least once a year to monitor and update student individual educational plans (IEP). (NFA North)

Parent-teacher/Student lead conferences occur two times a year which permit two-way communication between home and the school. Parents are notified of student progress through 5 week notices and 10 week report cards on line and hard copy. (NFA North)

Statement of Practice 6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

IMPACT: The school's reciprocal communication with families has allowed staff and families to learn from each other so that both can provide supports that ensure academic achievement and social- emotional growth.

Modified LAP Guiding Question/SOP Prompt:

Is the school providing multiple and equitable opportunities for reciprocal communication with families from the identified subgroup to increase staff and families' understanding about student needs and **further support student achievement?**

School's Response:

Parents are active participants in the monthly SCEP meetings in which they are part of any modifications to the SCEP. Parent portal which is an electronic communication tool developed for parents to electronically view student information such as attendance, demographics, schedule, and report cards is available for all parents/guardians to track students daily and parents can effectively communicate to teachers as well. (NFA

Main)

Robo calls in English and Spanish are used frequently to inform parents/guardians/families of all educational, school and community events. (NFA Main)

Parents can call administrators, guidance counselors and teachers at anytime to inquire about their individual child's schedules and academic performance. Meetings can be scheduled with any or all of the staff involved in their child's education or a daily communication system can be arranged. (NFA Main)

School's Response:

Parents are active participants in the monthly SCEP meetings in which they are part of any modifications to the SCEP. Parent portal which is an electronic communication tool developed for parents to electronically view student information such as attendance, demographics, schedule, and report cards is available for all parents/guardians to track students daily and parents can effectively communicate to teachers as well.

(NFA North)

Robo-calls in English and Spanish are used frequently to inform parents/guardians/families of all educational, school and community events. (NFA North)

Parents can call administrators, guidance counselors and teachers at any time to inquire about their individual child's schedules and academic performance. Meetings can be scheduled with any or all of the staff involved in their child's education or a daily communication system can be arranged. (NFA North)

Statement of Practice 6.4: The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.

IMPACT: The training provided to staff and families allows both to work together to provide supports that result in improved student outcomes.

Modified LAP Guiding Question/SOP Prompt: Has the school's training to parents and to staff on creating and sustaining home-school partnerships with families from the identified subgroup allowed both parties to be able to work together **to support student achievement?**

School's Response: Joint development with parents, a School Comprehensive Education Plan (SCEP) as part of Newburgh Free Academy High School's parent involvement policy, outlining how parents, the entire school staff, and students, will share the responsibility for improved student achievement, and the means by which the school and parents will build and develop a partnership to help children achieve the New York State standards. (NFA

Main)

Informational sessions/workshops are available for students and parents such as; College planning workshops, College and Career Fair, Financial Aid Night, Spring College Fair, Honor Society Induction, Bi-Lingual Honor Society Induction, Senior Scholarship Night, Departmental awards assembly. (NFA Main)

Community outreach programs that include, Blood Drives, Cancer walk, Alzheimer's walk, coat drive, canned food drive, Emma's stockings, Pet food drive, Soles for souls, the Marathon project, Empty bowls, First books drive and Community Clean. These and other activities serve to provide multiple opportunities for parent and community involvement. (NFA Main)

School's Response: Joint development with parents, a School Comprehensive Education Plan (SCEP) as part of Newburgh Free Academy High School's parent involvement policy, outlining how parents, the entire school staff, and students, will share the responsibility for improved student achievement, and the means by which the school and parents will build and develop a partnership to help children achieve the New York State standards. **(NFA North)**

Informational sessions/workshops are available for students and parents such as; College planning workshops, College and Career Fair, Financial Aid Night, Spring College Fair, Honor Society Induction, Bi-Lingual Honor Society Induction, Senior Scholarship Night, Departmental awards assembly. **(NFA North)**

Community outreach programs that include, Blood Drives, Cancer walk, Alzheimer's walk, coat drive, canned food drive, Emma's stockings, Pet food drive, Soles for souls, the Marathon project, Empty bowls, First books drive and Community Clean. These and other activities serve to provide multiple opportunities for parent and community involvement. **(NFA North)**

Statement of Practice 6.5: The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

IMPACT: The school community empowers stakeholders to take action to support student learning, leading to higher student achievement.

Modified LAP Guiding Question/SOP Prompt:

Is data shared in a way that allows stakeholders for the identified subgroup to understand both student and family needs and advocate for services that **address those needs?**

School's Response: Some data is shared with the School Leadership Team which has parent representation on it. Individual data is shared with parents. However, sharing of data that promotes dialogue among parents and community is limited. **(NFA Main)**

School's Response: Some data is shared with the School Leadership Team which has parent representation on it. Individual data is shared with parents. However, sharing of data that promotes dialogue among parents and community is limited. **(NFA North)**

TENET 6 – Family and Family Engagement – WHAT IS THE IMPACT?

The Impact Statements for Tenet 6 are as follows:

6.2: The vision for family engagement has resulted in partnerships with families to allow children to reach the leaders' high expectations.

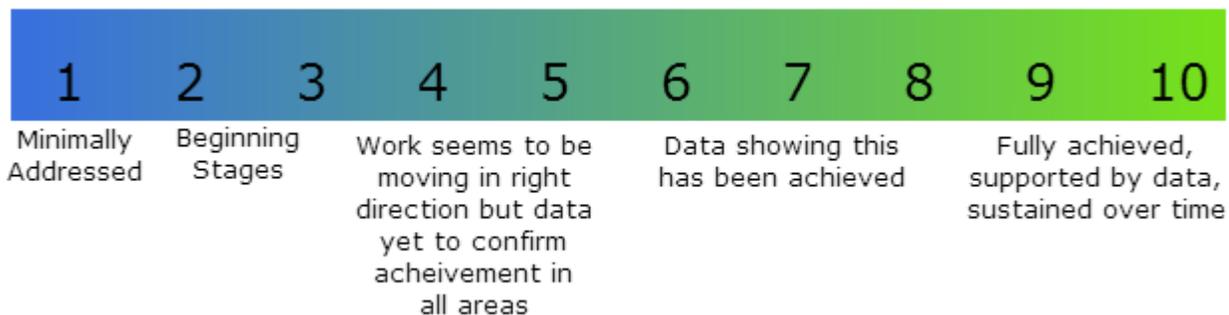
6.3: The school's reciprocal communication with families has allowed staff and families to learn from each other so that both can provide supports that ensure academic achievement and social- emotional growth.

6.4: The training provided to staff and families allows both to work together to provide supports that result in improved student outcomes.

6.5: The school community empowers stakeholders to take action to support student learning, leading to higher student achievement.

1. Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for the identified subgroup for this TENET:

School's response: **3** (NFA Main) **3** (NFA North)



Answer **one** of the following based on your response to the question above:

- A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet? Although there was a Title 1 meeting for parents to notify them of their child(ren)'s participation in the program and to explain Title I elements was provided at the beginning of the school year, an in-depth discussion of the state report card and NFA's identification was not shared. (NFA Main) Parent meetings to share common core curriculum, instruction and assessment measures did not occur. (NFA Main)
- B. If your answer was a number between 6 and 10, what **MEASURABLE** data can you point to as evidence this has been achieved for the identified subgroup?

Answer one of the following based on your response to the question above:

A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for the identified subgroup for this Tenet? Although there was a Title 1 meeting for parents to notify them of their child(ren)'s participation in the program and to explain Title I elements was provided at the beginning of the school year, an in-depth discussion of the state report card and NFA's identification was not shared. (NFA North) Parent meetings to share common core curriculum, instruction and assessment measures did not occur. (NFA North)

B. If your answer was a number between 6 and 10, what MEASURABLE data can you point to as evidence this has been achieved for the identified subgroup?

TENET 6 –Family and Community Engagement

Provide response when applicable:

Parent and Community Engagement looks different for the identified subgroup this year compared to previous years:

- In what **students** do, **such as**: the attendance at the college career night that exceeded all expectations with over 500 people attending. (NFA Main)
- In what **staff** do, **such as**: Increased attendance at the college career night, Empty bowls, blood drive and other community outreach programs. Increased number of volunteers for our 175 Adopt-a-Grads. Some staff volunteered their time to work with students after school. (NFA Main)
- In what **parents/families/community partners** do, **such as**: Working collaboratively on so many community outreach programs. Parent involvement in Booster Clubs, fundraising activities, sports banquets, dance performances. (NFA Main)
- In the **way the school is organized**, **such as**:
- In **other ways**, **such as**:
- In what **students** do, **such as**: the attendance at the college career night that exceeded all expectations with over 500 people attending. (NFA North)

In what staff do, such as: Increased attendance at the college career night, Empty bowls, blood drive and other community outreach programs. Increased number of volunteers for our 175 Adopt-a-Grads. Some staff volunteered their time to work with students after school. (NFA North)

In what parents/families/community partners do, such as: Working collaboratively on so many community outreach programs. Parent involvement in Booster Clubs, fundraising activities, sports banquets, dance performances. (NFA North)

In the way the school is organized, such as:

In other ways, such as:

The **one to five NEXT STEPS** for improving FAMILY AND COMMUNITY ENGAGEMENT for the identified subgroup are:

The Directors and administration are going to develop course syllabi to share with the parents so they are better informed on the educational expectations of their children. (NFA Main)

1. A meeting to include organized involvement of parents in the school's Title I program planning, review, and improvement and dissemination of schools performance profiles that show the school's progress toward meeting the State's learning and performance will take place. (NFA Main)
2. Parent meetings to share common core curriculum, instruction and assessment measures will occur.
3. Invite more parents to become active participants on the SLT. (NFA Main)

WHOLE SCHOOL REFLECTION

1. In thinking about the answers provided and the school as a whole, identify three to five things the school believes it does well for the identified subgroup:

1. Annual CSE meetings to identify individual student strengths and gaps. (NFA Main)
2. We have a cohesive SPED department with a conscientious hardworking lead teacher. (NFA Main)
3. We provided year round co-teaching professional development inclusive of embedded co-teaching to targeted classrooms and content enhancement during 5 professional development days. (NFA Main)

(NFA North)

1. Annual CSE meetings to identify individual student individual strengths and gaps. (NFA North)
2. We provided year round co-teaching professional development inclusive of embedded co-teaching to targeted classrooms and content enhancement during 5 professional development days. (NFA North)
3. We provide a variety of preventative and interventions that support social/emotional development and create a positive school climate. (NFA North)
4. Communication has increased within the special education department resulting in child centered collaboration. (NFA North)
5. There has been an increased effort toward integration and support for the special education students. We have scheduled classes that are integrated throughout the school community and provide a testing room that services special education students' testing accommodations. (NFA North)

2. In thinking about the answers provided and the school as a whole, identify three to five things that the school believes are barriers that are making it difficult for the school to reach its potential for the identified subgroup:

1. Students entering NFA lacking the basic math skills (NFA Main)
2. Lack of a district Math Director (NFA Main)
3. Lack of professional development offerings for Teaching Algebra (NFA Main)
4. SPED Liaison for NFA Main being primarily involved in CSE responsibilities than curriculum And instruction (NFA Main)

In thinking about the answers provided and the school as a whole, identify three to five things that the school believes are barriers that are making it difficult for the school to reach its potential for the identified subgroup:

1. Students entering NFA lacking the basic math skills (NFA North)
2. Lack of a district Math Director (NFA North)
3. Lack of professional development offerings for Teaching Algebra (NFA North)

4. SPED Liaison for NFA Main being primarily involved in CSE responsibilities than curriculum and instruction [NFA North]

5. Lack of common assessment to identify gaps between teachers, courses, students. [NFA North]

6. Use of professional development days to engage in specific data analysis of quarter to quarter grades and assessment grades. [NFA North]

3. In thinking about the answers provided and the school as a whole, identify three to five things that the school believes must happen for the identified subgroup that are currently not happening:

1. Hire a district Math Director [NFA Main]

2. Provide a basic skills class for incoming 9th graders [NFA Main]

3. Provide professional development for the teaching of Algebra and differentiation [NFA Main]

4. Continue with embedded co-teaching [NFA Main]

5. Modify SPED liaison to shift work to embedded classroom and curriculum work to support teachers [NFA Main]

NFA North:

1. Hire a district Math Director [NFA North]

2. Establish a common assessment and common rubric to identify baseline for differentiation in literacy and numeracy. [NFA North]

3. Provide professional development for the teaching of Algebra and differentiation [NFA North]

4. Continue with embedded co-teaching [NFA North]

5. Modify SPED liaison to shift work to embedded classroom and curriculum work to support teachers [NFA North]

Promoting Participation in State Assessments

To be completed only by LAP Schools with subgroup(s) identified solely for the failure to meet the 95% participation rate on state assessments.

As you are aware, the United States Department of Education (USDE) requires that at least 95% of students in each accountability group for which a school is responsible must participate in the state's annual reading/language arts and mathematics assessments. To inform the USDE regarding the efforts of districts to promote participation in state assessments, the New York State Education Department is asking that districts with schools identified as Local Assistance Plan schools for failing to meet the 95% participation rate requirement for one or more accountability groups on an English language arts and/or mathematics accountability measure provide narrative responses to the questions below.

1. How do you plan to communicate with parents and other stakeholders regarding the purposes of the NY state assessment program and regarding the revisions that have been recently made to the NY state assessment program? School leaders will organize a meeting for parents to notify them of the school's performance profiles that show the school's progress toward meeting the State's learning and performance standards. Provision of descriptions and an explanation of the curriculum, assessments, and expected proficiency levels will be shared as well. (NFA Main)

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(NFA North)

Additional communication will be conducted through a school website that will provide specific information, updates, and to keep parents informed on the NYS Assessment program. (NFA North)

2. Some parents are unaware of how to interpret state assessments results and use them to support their children's learning, which may cause these parents to believe that state assessments do not provide valuable instructional information about their children. How do you plan to provide training to all parents in how to interpret state assessment results and how the assessments are used to support the learning of children?

Meetings will be held to provide parents with the state report card for NFA including the performance levels and results for Math, ELA and graduation rates. (NFA Main)

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3. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments?

Provide ongoing communication regarding the importance of the assessments as well as letters home and Robo calls in both English and Spanish. (NFA Main)

Provide ongoing communication regarding the importance of the assessments as well as letters home and Robo-calls in both English and Spanish. (NFA North)

Conduct Parent Forums after each quarterly report cards to inform parents via the use of data of the academic needs of their students in order to assist in preparing for state assessments. (NFA North)